DOCUMENT RESUME

ED 085 839 EA 005 720

TITLE	Critical Educational Needs in Guam.
INSTITUTION	World-Wide Education and Research Inst., Salt Lake City, Utah.
SPONS AGENCY	Guam Dept. of Education, Agana.
PUB DATE	Feb 73
NOTE	25p.; Related documents are EA 005 718-719 and EA 005 721-722
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Development; *Educational Assessment; *Educational Needs; Educational Objectives; *Educational Planning; Elementary Education; *Evaluation Criteria; Secondary Education
IDENTIFIERS	*Guam

ABSTRACT

This booklet is the third in a series of five published in connection with the Guam Assessment of Educational Needs. Collectively, the series represents an effort to identify and validate the most critical education needs for the Guam schools so that improved educational opportunities can be developed for Guam students. This document presents a summary of the critical educational needs for Guam as identified by six committees charged with this responsibility. Each needs statement focuses on a particular learner need, identifies the target group of learners with the need, includes explicit standards for judging both progress toward satisfying the need and eventual resolution of the need, and determines the priority of the need and the target date when the need should be satisfied. Areas in which needs statements are developed include gifted students, administrative leadership, planning, funding, curriculum offerings, special education, inservice training, interpersonal relations, and facilities planning. (Author/DN)

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CRITICAL EDUCATIONAL NEEDS

for

GUAM

Submitted to the

GUAM DEPARTMENT OF EDUCATION

by

Worldwide Education and Research Institute
2315 Stringham Avenue, Salt Lake City, Utah

February, 1973

EA 005 720

You can't change institutions unless you're willing to talk about details, unless you're really willing to dig in and learn some basic realities about the institutions you hope to change. And very few social critics want to go to that trouble. It's tiresome, it's boring, it means you have to do some homework.

--JOHN W. GARDNER
Christian Science Monitor
Sept. 30, 1969

FOREWORD

This booklet is one of a series of five booklets published in connection with the Guam Assessment of Educational Needs. It attempts to present, in summary form, the critical educational needs for Guam identified by six committees who met at the John F. Kennedy Senior High School on December 8-9, 1972.

Each need is identified with a number and a title caption. The numbers do not designate a priority or hierarchy of criticality. Rather, they are for reference purposes only. The criticality is shown as a sub-section of each defined need, and represents the combined judgment of all six committees regarding the urgency involved in resolving the need.

The committee members should be commended for their excellent work. All of them worked diligently for long and inconvenient hours over Friday and Saturday. Each committee produced some coherent statements of valid educational needs for the island of Guam after sorting through approximately one hundred concerns and numerous facts. The committee members should be proud of their accomplishment. The results of the committees' work are presented in this and four other booklets. The underlying purpose of all of these booklets, of course, is to bring about improved educational opportunities for the students attending public schools in Guam.

Grateful acknowledgment is extended to LeRoy Hirst, as well as the steering and quality assurance committee and board of education for their efforts in the compilation of this series of Needs Assessment publications.

--Jefferson N. Eastmond
WERI President

THE VALIDATED LEARNER NEEDS

"The problem that has been well defined is more than half solved."

--Anonymous

The Guam Needs Assessment Conference participants were charged with the responsibility of considering all of the educational concerns which had been identified for the island of Guam and then determining which of these concerns actually represented valid educational needs. Designing a statement of educational need, however, is not a simple task. A series of criteria were consequently provided to the committee members to assist them with their challenging assignment. At the Guam Needs Assessment Conference, these criteria were presented by using a film strip and prepared tape.

A. CRITERIA FOR A VALIDATED NEED

In designing a statement of valid educational need, it is difficult to meet all optimum criteria. However, in long-range perspective, defining such needs correctly makes them more useful in educational planning and allows for more creative solutions in resolving them. By way of guidelines, the following characteristics are held to be desirable in any statement of valid educational need:

a. Focus on Learner Needs. Do not focus on institutional needs which are dealt with when planning solutions.

b. Identify Target Groups of Learners. Include the identifying characteristics of the learners with the need, where located, and, if possible, how many.

c. Criteria. Include explicit standards for judging both progress toward satisfying the need and eventual resolution of the need.

d. Criticality of Need. Determine an index of importance in order to set priorities. This index should stem from judgments about the desirability of resolving the need or at least reducing it. The following scale is recommended:

1. Extremely critical
2. Critical
3. Important
4. Not critical
5. Undecided

e. Consistent Level of Generality. Limit the level of generality supplied by the need statement to the appropriate jurisdictional level involved in the decision-making process. Thus, a local school should not identify district-level or regional-level needs.

f. Maximum Time Allowable. Specify the target date when the need should be satisfied if at all possible.

Two additional, but optional, criteria were provided:

g. Suggested Solutions. Identify promising solutions that might resolve the need, but submit these proposals as suggestions under "values," to be considered as possible criteria for need resolution.

h. Required Resources and Fund Commitments. Consider the probable costs in relationship to possible benefits to assist in providing parameters for need resolution.

B. CRITICAL LEARNER NEEDS FOR THE GUAM DEPARTMENT OF EDUCATION

Using the concerns previously identified from the various opinion studies for the district plus any other concerns identified by members of the six Needs Assessment Committees, a priority was established for their individual consideration. As each concern was considered and analyzed, those which were found to represent valid educational needs were carefully defined in terms of the foregoing criteria.

A listing of the validated learner needs for Guam is presented in the remaining part of this booklet. The reader should be reminded that the numbering was for convenience of reference only and does not represent a complete listing of the validated needs in rank order except that the "extremely critical" have been listed first, then the "critical," and lastly the "important." No ranking within the divisions of "extremely critical," "critical," or "important" is intended.

1. NEEDS OF GIFTED STUDENTS.

Learner need: Gifted students need to learn at their optimum rate to the maximum limits of their unique potential.

Target population: All students who are gifted, K-12. (An estimated 3-5% of the student population.)

Criteria: This need will be resolved when:

(a) either a totally non-graded school system or a special program emphasizing both enrichment and acceleration for the gifted students has been established for all of the schools of Guam;

(b) this program has freed the gifted students from traditional graduation requirements and has permitted them to study independently of other students and in greater depth than other students for at least part of the school day;

(c) all teachers on Guam have received special training in ways of working with and of challenging the gifted students; and

(d) a committee of gifted students, parents of gifted students, teachers, and school administrators has evaluated the special arrangements for the gifted students and have found them to be adequate.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to September 1, 1973.

2. OPTIMUM LEARNING ENVIRONMENT (PART 1) -- ADMINISTRATIVE LEADERSHIP

Learner need: Students need to learn in an optimum learning environment (Part 1) characterized by mutual trust, cooperation and support between qualified and efficient teachers and administrators.

Target population: All students, K-12.

Criteria: This need (Part 1) will be resolved when

(a) the administrative-support services have been improved as evidenced by (1) adequacy of supplies and equipment, (2) fairness in apportionment of available supplies, (3) availability and adequacy of in-service training and opportunities for professional development for all staff members, (4) recognition of local needs, (5) awareness of local conditions and problems, (6) quality of leadership in curriculum development and in new and innovative educational programs, and (7) early assignment of staff members. (The adequacy of the improvement should be judged by a committee of teachers, parents, community leaders, and administrators);

(b) communication between the Central Office and the teachers and building administrators has been improved as evidenced by a random poll wherein at least 80% of all educators give evidence of understanding the rationale behind five policies implemented during the previous school year;

(c) the principle of accountability has been accepted by the Central Office administration for the Central Office itself wherein there has been complete and regular reporting and evaluation for every office and for every administrator; and

(d) a random survey of educators' asking for a response to the question, "The central administration of our schools, in doing its job, is . . . (very successful, usually successful, seldom successful, unsuccessful, don't know), has found at least a 10% increase in the number responding to the combined categories of "very successful" and "usually successful."

Criticality: This need (Part 1) is considered to be EXTREMELY CRITICAL (1).

Time frame: This need (Part 1) should be resolved prior to September 1, 1973.

3. OPTIMUM LEARNING ENVIRONMENT (Part 2) --ADEQUATE PLANNING AND FUNDING

Learner need: Students need to learn in an optimum learning environment (Part 2) characterized by adequate planning and adequate funding.

Target population: All students, K-12.

Criteria: This need (Part 2) will be resolved when

(a) all schools on Guam have been equally funded on a per-pupil basis without regard to location or to the racial characteristics of the students attending;

(b) non-target schools have received supplemental funds to bring them to the same level of financial support as the target schools receiving Federal funds;

(c) the annual budget no longer falls behind previous budgets when adjusted for inflation and for increases in student enrollment; and

(d) adequate planning and adequate funding has been provided (to the satisfaction of the committee members) to enable resolution of at least 60% of the needs identified by this needs assessment conference.

Criticality: This need (Part 2) is judged to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved as quickly as possible. (At least a good start should have been made by September 1, 1973.)

4. ENVIRONMENTAL EDUCATION.

Learner need: Students (and adults) need to learn about the environment and about ways of protecting it and using it wisely.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) environmentally-oriented programs have been established in all schools, elementary and secondary, possibly as part of existing science and social studies curricula;

(b) an adequate curriculum guide and related teaching materials have been prepared to acquaint the students with the environmental problems existing on Guam and how to correct them;

(c) in the elementary schools, at least, the teachers have been given adequate in-service training in environmental education or special, traveling, consultant-type teachers have been employed to go from school to school to teach this one subject to the students;

(d) random surveys of school grounds have shown a decrease of at least 75% in the number of items found littering the ground for a specified square area; and

(e) at least 90% of the students and teachers have participated in at least one community clean-up activity in a given school year.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to September 1, 1974.

5. SMOOTH MOVEMENT FROM LEVEL TO LEVEL, GRADE TO GRADE, AND SUBJECT TO SUBJECT.

Learner need: Students need smooth movement from level to level, grade to grade, and subject to subject.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) the present non-graded primary units have been evaluated, the goals and procedures agreed upon, and the whole program made standard throughout all of the elementary schools in the Guam school system;

(b) some extensions of the non-graded primary concept have been introduced into the intermediate grades and into the secondary schools;

(c) in-service training has been provided for the teachers and principals working in the non-graded primary units;

(d) a district-wide effort has been made to coordinate and articulate the subject-matter from level to level, from grade to grade, and from subject to subject;

(e) an in-depth study of ten students who transferred to a new school, selected at random, has found no serious interruption of learning as a result of these transfers; and

(f) at least 80% of all students, parents, non-parents, teachers, and school administrators, selected at random, have expressed the belief that the schools are relatively successful in providing students with smooth movement from level to level, grade to grade, and subject to subject.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to September 1, 1975.

6. DRUG EDUCATION.

Learner need: Students need to be informed about drugs and about the dangers of drug abuse.

Target population: All students, K-12, and also adults.

Criteria: This need will be resolved when

(a) accurate and factual drug information has been disseminated as part of an on-going, drug-education program in all schools;

(b) a "crash" program has been conducted to educate parents about problems of drug abuse and about positive steps which can be taken to protect their children from these problems;

(c) more and better trained counselors (as judged by a committee of counselors, teachers, student leaders, parents, and school administrators) have been made available to assist in helping students to meet their needs in legitimate ways and assist in helping students involved in using drugs to solve these problems;

(d) facilities for providing free diagnosis, treatment, and follow-up guidance, such as roving medical units, a drug analysis center, etc., have been provided in an adequate manner (as judged by the same committee mentioned above in (c); and

(e) there has been at least a 50% reduction in the number of students known to use drugs and at least a 25% reduction in the number of students known to use alcohol to the point of intoxication.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to September 1, 1975.

7. CHAMORRO LANGUAGE SKILLS.

Learner need: Students need to learn basic-communication skills in a language other than English.

Target population: All students, K-12, from Chamorro backgrounds.

Criteria: This need will be resolved when

(a) an improved Chamorro language program has been designed and implemented in the Guam School System, preferably through an expansion of the present bilingual program;

(b) all students currently in the TESL program have been transferred to the bilingual program;

(c) a sufficient number of Chamorro-speaking reachers have been recruited and trained to meet the needs of the greatly expanded bilingual program;

(d) elective classes in Chamorro have been established at the high-school leve;

(e) the local radio and television stations carry regular public-service programs in the Chamorro language; and

(f) careful evaluations of the various bilingual programs have clearly demonstrated that native students learn English faster and better than under conventional programs.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to September 1, 1975.

8. NATIVE CULTURE AND HISTORY.

Learner need: Students need to learn about various Pacific Island cultures including Chamorro and about the history of Guam.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) a special program to teach about Chamorro and Micronesian cultures has been designed and implemented in the Guam School System,

preferably in connection with the related program to teach the Chamorro language;

(b) the teachers assigned to teach in the bilingual program plus all other teachers in the elementary schools have received pre-service or in-service training in Chamorro and Micronesian cultures and in the history of Guam;

(c) elective classes in Chamorro and Pacific-Island cultures and history of Guam have been established at the high-school level;

(d) Chamorro culture programs have been produced for presentation over local radio and television stations; (e)

(e) adequate teaching materials and audio-visual aids have been provided for teaching about local island cultures; and

(f) a committee of bilingual teachers, elementary-school teachers, parents, citizens, school administrators, and student leaders has examined the new program to teach about the local history and culture and has found it to be relatively successful.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to September 1, 1975.

9. VOCATIONAL AND CAREER EDUCATION AND VOCATIONAL GUIDANCE.

Learner need: Students need appropriate career information, vocational guidance, and occupational (job) skills.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) programs have been established in all schools to upgrade and expand efforts to provide all students with appropriate career information, favorable attitudes towards the world of work, vocational guidance, and occupational (job) skills;

(b) an area has been made available in all schools to properly house the wealth of career information materials made available;

(c) a program to utilize the public-communications media has been introduced to help convince the public that more students must be trained in vocational and technical areas;

(d) at least one counselor who has specialized in vocational counseling has been assigned to work in each school, elementary as well as secondary;

(e) graduation requirements have been changed to require all students, girls as well as boys, to take at least one course in vocational-technical education or homemaking education; and

(f) a committee of vocational education teachers, regular teachers, parents, citizens, school administrators, and student leaders has examined the expanded and improved programs in career and vocational education and vocational guidance and has found them to be relatively successful.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to September 1, 1976.

10. BASIC ENGLISH-COMMUNICATION SKILLS (ELEMENTARY).

Learner need: Elementary-school students need to learn basic English-communication skills.

Target population: All students, K-6.

Criteria: This need will be resolved when

(a) the average language score on the Stanford Achievement Test for all Guamanian students has been raised to a point fairly close (within half-a-grade level) of the grade level scores for American stateside students;

(b) sufficient TESL teachers have been provided in all elementary schools to enable all non-native English speaking students to have at least 30 minutes per day of instruction in English as a second language;

(c) sufficient remedial reading teachers have been provided in all elementary schools to enable all students who need extra help in reading with at least 30 minutes per day of remedial reading instruction;

(d) all elementary-school teachers have been provided with sufficient amounts and variety of appropriate materials and texts for the teaching of basic English-communication skills; and

(e) all elementary-school teachers have received in-service training in methods and procedures of teaching basic-communication skills to non-native speakers of the English language.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to September 1, 1977. (However, efforts to resolve the need should commence as quickly as possible.)

11. OPTIMUM LEARNING ENVIRONMENT (PART 3) -- CONTINUITY OF FACULTY, STAFF, AND ADMINISTRATION.

Learner need: Students need to learn in an optimum learning environment (Part 3) characterized by continuity.

Target population: All students, K-12.

Criteria: This need (Part 3) will be resolved when

(a) the level of school employee turnover in Guam does not exceed 25% in any given year;

(b) a progressive incentive program for teachers has been implemented based on information gathered from a survey of school employees leaving the system;

(c) experience in Guam has been made a key factor for any major advances on the salary schedule; and

(d) salaries for teachers, staff members, and administrators have been modified regularly to reflect any significant changes in the cost of living on Guam.

Criticality: This need is judged to be CRITICAL (1).

Time frame: This need should be resolved prior to June 1, 1974.

12. DRIVER EDUCATION.

Learner need: Students need to have safe-driving information and vehicle-operating skills and also need to know rules of pedestrian safety.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) a driver-education course has been required of all secondary students prior to graduation and prefereably before age 16;

(b) sufficient numbers of trained teachers have been hired to fully staff the expanded driver-education program;

(c) sufficient numbers of training automobiles have been provided to accommodate the expanded driver-education program, and

(d) a program of traffic safety has been introduced into all of the elementary schools.

Criticality: This need is considered to be CRITICAL (2).

Time frame: This need should be resolved prior to September 1, 1974.

13. NEEDS OF PHYSICALLY-HANDICAPPED AND EMOTIONALLY-DISTURBED STUDENTS.

Learner need: Physically-handicapped and emotionally-disturbed youngsters have special needs to be met.

Target population: All students classified as physically handicapped or emotionally disturbed, K-12.

Criteria: This need will be resolved when

(a) more extensive services have been provided to adequately meet the need of the physically handicapped and emotionally disturbed youngsters (adequacy to be judged by a special committee of special education supervisors, special education teachers, regular teachers, parents, citizens, school administrators, and student leaders);

(b) all of the special education teachers have been carefully screened with regards to adequacy of professional training and personal maturity;

(c) all of the classrooms used for special education have been designed for that purpose with adequate facilities and equipment (adequacy to be determined by the same committee as mentioned above); and

(d) more extensive work-experience programs have been provided for the older handicapped students and a suitable pre-vocational

facility has also been provided to prepare handicapped students for the work-experience programs.

Criticality: This need is judged to be CRITICAL (2).

Time frame: This need should be resolved prior to June 1, 1975.

14. NEEDS OF KINDERGARTEN STUDENTS.

Learner need: Pre-first grade children have special needs to be met.

Target population: All students of kindergarten age on Guam.

Criteria: This need will be resolved when

(a) the new kindergarten program has been adequately funded (as determined by a committee of early childhood education supervisors, kindergarten teachers, regular teachers, parents, citizens, school administrators, and student leaders);

(b) all kindergarten teachers have been trained (ceritified) in early-childhood education;

(c) at least one teacher aide, who knows the Chamorro language, has been assigned to assist kindergarten teachers for every 15 kindergarten students; and

(d) all kindergartens have been properly housed in a facility specifically designed for kindergarten with adequate playground equipment and adequate supplies (as judged by the same committee as mentioned in (a) above.)

Criticality: This need is considered to be CRITICAL (2).

Time frame: This need should be resolved prior to June 1, 1975.

15. OPTIMUM LEARNING ENVIRONMENT (PART 4) --IN-SERVICE TRAINING.

Learner need: Students need to learn in an optimum learning environment (Part 4) characterized by effective teachers who receive adequate training while on-the-job to keep them up-to-date.

Target population: All students, K-12.

Criteria: This need (Part 4) will be resolved when

(a) an in-service training committee has been established to coordinate and up-grade the various workshops and other opportunities for professional development;

(b) either released time has been provided for in-service training or additional incentives have been introduced to encourage all teachers to participate in in-service training programs;

(c) the in-service training committee has sought regularly (at least once a year) suggestions and input from all of the teachers and administrators in the Guam School District; and

(d) at least 80% of all teachers and administrators, when surveyed randomly, have expressed the belief that the new in-service training program is relatively successful in meeting their perceived needs.

Criticality: This need (Part 4) is judged to be CRITICAL (2).

Time frame: This need (Part 4) should be resolved prior to June 1, 1975.

16. CONSUMER AND LEGAL INFORMATION.

Learner need: Students need to learn appropriate consumer and legal information and practical, money-management skills.

Target population: All senior-high school students, grades 10-12.

Criteria: This need will be resolved when

(a) a special, required class has been added to the social-studies curriculum of the senior-high school which deals with appropriate consumer information, legal information, and civil procedures;

(b) sufficient numbers of trained personnel have been recruited to teach this new course;

(c) at least 90% of high-school students completing the course, selected at random, can demonstrate ability to select "best buys" from competing items in several stores and can pass successfully a teacher-made test from such topics as buying and selling, renting and leasing, advertising, contract purchasing, interest rates, hidden costs, mortgages, taxes, savings, checking accounts, banking procedures, investments, insurance, social security warranties, fraudulent practices, legal requirements, local laws,

civil procedures, and standard business practices; and

(d) at least 80% of graduating seniors and former students, selected at random, have reported that the special course was successful as far as they were concerned.

Criticality: This need is considered to be CRITICAL (2).

Time frame: This need should be resolved prior to June 1, 1975.

17. NEEDS OF SLOW LEARNERS.

Learner need: Slow learners have special needs to be met.

Target population: All students classified as slow learners, K-12.

Criteria: This need will be resolved when

(a) a special program to emphasize the needs of the slow learners has been implemented in all elementary schools and in all secondary schools;

(b) special resource teachers have been assigned to each elementary school and each secondary school on a slow learner/resource teacher ratio to be determined by a committee of resource teachers, regular teachers, parents of slow learners, school administrators, and student leaders;

(c) more teachers (an increase of at least 15%) have been encouraged to use individualized, personalized instructional procedures and learning materials;

(d) more accurate methods (in the opinion of the above committee) have been determined for identifying the students to be classified as slow learners; and

(e) all teachers have received in-service or summer-school training in methods of motivating and helping slow learners.

Criticality: This need is judged to be CRITICAL (2).

Time frame: This need should be resolved prior to September 1, 1975.

18. BASIC ENGLISH-COMMUNICATION SKILLS (SECONDARY).

Learner need: Secondary-school students need to learn basic English-communication skills.

Target population: All students, 7-12.

Criteria: This need will be resolved when

(a) a remedial TESL program has been established for all native and foreign-born students who lack adequate English-communication skills at the junior-high school level;

(b) this program has been continued into the senior-high school for all of those students who have not made sufficient progress by the time they leave the junior high school;

(c) another remedial, non TESL program has been established for all stateside students who lack adequate English-communication skills at the junior-high school level and continued, if necessary, into the senior-high school level;

(d) all teachers of these remedial programs (TESL and non-TESL) at both the junior and senior-high school levels have been trained (certified as experts) in teaching English-language communication skills;

(e) all other secondary-school teachers have received in-service training designed to impress upon them the need to also teach English-language skills, regardless of their subject specialty, and to give them practical suggestions for filling this need; and

(f) local norms in language arts on standardized tests are reasonably equivalent (within half a grade level or within 10 percentile points) with stateside norms.

Criticality: This need is considered to be CRITICAL (2).

Time frame: This need should be resolved prior to September 1, 1977.

19. OPTIMUM LEARNING ENVIRONMENT (PART 5) --AUDIO-VISUAL AIDS AND FACILITIES.

Learner need: Students need to learn in an optimum learning environment (Part 5) characterized by ready access to audio-visual aids in a comfortable setting.

Target population: All students, K-12.

Criteria: This need (Part 5) will be resolved when

(a) each school has the following facilities for making optimal use of the LRC resources: (1) at least two air-conditioned rooms which can be darkened, (2) a storage facility, preferably air-conditioned, for audio-visual materials and equipment which is both centrally located and secure against theft, (3) at least one television receiver for every five classrooms in the school, and (4) necessary equipment in good repair;

(b) each school has the following trained personnel to operate the audio-visual equipment: (1) one media specialist trained to operate and adjust all pieces of equipment, and (2) teachers, teacher aids, or student operators who are adequately trained in using all pieces of audio-visual equipment;

(c) LRC has adjusted its service schedule to pick up and deliver at each school twice a week and has speeded up (by at least 50% or more) the maintenance and repair of audio-visual equipment sent in for servicing; and

(d) there has been an increase of at least 30% in the actual use of LRC materials as shown by their records.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1974.

20. ADULT EDUCATION.

Learner need: Adult learners have special needs to be met.

Target population: All adults on Guam.

Criteria: This need will be resolved when

(a) adult programs in basic education and vocational education have been expanded and upgraded (to the satisfaction of a special committee of adults, community leaders, adult-education teachers, and school administrators);

(b) adult courses of general interest and/or of a recreational nature have been added to the adult-education curriculum;

(c) surveys have been completed to ascertain the specific classes the adults would like to see offered and the most desirable times for offering adult classes;

(d) radio and television have been used for adult-education purposes both to offer appropriate information and to advertise adult-education classes; and

(e) a form of the "community school" concept has been tried in Guam on an experimental basis with the intent that, if successful, the program would be expanded to other schools in other local communities.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1974.

21. FAMILY-LIFE AND SEX EDUCATION.

Learner need: Students need to learn about family life and about human sexuality.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) concepts related to effective family life, including sex education, have been integrated into the school's curriculum at all levels of instruction;

(b) experts in family-life education have prepared the content and materials for a suitable program;

(c) committees of parents, citizens, teachers, and school administrators have examined carefully both the content and the materials before a pilot program is launched;

(d) a pilot program in family-life education has been tested in several schools to ascertain student and community reaction and needed modifications have been completed;

(e) a full-scale family-life education program has been introduced in all of the schools on Guam; and

(f) at least 80% of parents, citizens, teachers, school administrators, and student leaders, when surveyed randomly, have indicated that they believe the program is relatively successful.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to September 1, 1974. (However, the pilot program should be introduced, if at all possible, in the fall of 1973, subject, of course, to the suitability of the content and materials suggested for the pilot program.)

22. GETTING ALONG WITH OTHERS.

Learner need: Students need to learn to get along with others, to practice tolerance, and to eliminate prejudice.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) the social studies curriculum has been modified to teach about the Chamorro culture, the American culture, and the Oriental culture to all students at both the elementary and the secondary-school levels;

(b) a survey of racial characteristics of teachers has indicated that there are teachers in all schools who are Chamorro, Oriental, Black, and White;

(c) supervised school activities designed to mix the students and to train them socially have been introduced in all schools; and

(d) at least 80% of students, teachers, parents, citizens, and school administrators, when surveyed randomly, have expressed the belief that this problem is under control and rapidly improving.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1975.

23. DISCIPLINE AND SELF-CONTROL AND MOTIVATION TO REMAIN IN SCHOOL.

Learner need: Students need discipline and self-control and to be motivated to remain in school.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) all teachers have received in-service training in kindly but firm ways of disciplining students;

(b) teachers who are dry and uninteresting, and who do not relate well to young people have been given extra amounts of help and professional supervision;

(c) counselors, or other persons with special training, have been assigned to work directly with the parents of disruptive students and with potential drop-outs; and

(d) the drop-out rate has been reduced from its current level of about 20-25% in the secondary school to not more than 10%.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1975.

24. MATHEMATICS CONCEPTS AND COMPUTATIONAL SKILLS.

Learner need: Students need to learn mathematics concepts and computational skills.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) remedial programs for teaching mathematics have been established at the junior and senior-high school levels for all students who are weak in mathematics concepts and computational skills;

(b) vocational-math and consumer-personal math are recognized programs in the mathematics curriculum of all of the secondary schools; and

(c) at least 90% of the secondary-school students score at levels equal to or above national norms on the Stanford Achievement Test.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1975.

25. AVOCATIONAL INTERESTS AND SKILLS.

Learner need: Students need to pursue special interests and to develop avocational skills as part of the total school program.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) every school in Guam has a full-scale, organized, on-going co-curricular activity program for after-school, evening, or Saturday hours;

(b) more and better facilities have been constructed at each school to house a varied activity program as determined by a special committee of parents, citizens, teachers, school administrators, and student leaders;

(c) all teachers have been actively involved in the co-curricular activity program as coordinators, supervisors, instructors of "quest groups" or "mini-courses," etc.;

(d) school bussing has been provided for the co-curricular program as needed; and

(e) at least 75% of all students regularly participate in the co-curricular activity program.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1975.

26. OPTIMUM LEARNING ENVIRONMENT (PART 6) -- TEACHER HELP AND SUPERVISION.

Learner need: Students need to learn in an optimum learning environment (Part 6) characterized by effective teachers who are adequately helped and properly supervised.

Target population: All students, K-12.

Criteria: This need will be resolved when

(a) all teachers have been given help and supervision from principals, supervisors, and other professional persons on a regular, continuing basis;

(b) teachers and administrators have been evaluated fairly on a regular, continuing basis, especially prior to receiving tenure;

(c) principals have been freed of some administrative responsibilities

and given more time (at least 25% more time) for supervision;

(d) more supervisors (at least 50% more supervisors) at the district level have been provided, especially at the high school level; and

(e) more teacher aides (one for every two regular teachers excluding special education and kindergarten) and more para-professionals (at least 25% more para-professionals) have been provided.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to September 1, 1976. (However, criterion (e) above should be resolved prior to September 1, 1973 or as quickly as possible).